DOCUMENT RESUME

ED 236 393 CE 037 494

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TITLE Supervisory Behaviors of Secondary Vocational-Technical Center Directors as Self-Perceived and as Perceived by Selected Faculty Members.
PUB DATE 16 Nov 83
NOTE 22p.; Presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 16, 1983).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Attitudes; Secondary Education; Self Evaluation (Individuals); *Supervision; Supervisory Methods; *Teacher Attitudes; Technical Education; *Vocational Directors; Vocational Education; Vocational Education Teachers; *Vocational Training Centers
IDENTIFIERS *Mississippi

ABSTRACT

This study investigated the behaviors of secondary vocational-technical center directors as self-perceived and as perceived by selected faculty members. The population studied consisted of all the secondary vocational-technical center directors in Mississippi and three teachers in each center, who participated in a statewide summer conference endorsed by the Mississippi Department of Vocational-Technical Education. Sixty-nine directors and 235 teachers were queried through the Supervisory Behavior Description Questionnaire; responses were received from 58 administrators and 123 teachers. The questionnaire is an ordinal scale that rates three dimensions: directive, collaborative, and nondirective styles of behavior. Demographic variables were also considered. Some of the results were interpreted as follows: (1) the study indicated that vocational-technical center teachers perceived supervisory practices as less directive than did vocational-technical center administrators; (2) teachers and directors with previous supervisory experience perceived supervisory practices as more directive than did teachers and directors without previous supervisory experience; (3) educators in centers employing a staff larger than 12 people perceived supervisory practices as more collaborative than did educators in smaller centers; (4) teachers and administrators over 56 years of age perceived supervisory practices as more collaborative than younger respondents did; (5) respondents holding degrees higher than the master's level perceived supervisory practices as more directive than did those with lesser degrees; and (6) years of teaching experience did not relate to perceived supervisory behaviors. Since the study indicated that considerable difference exists in the perceptions held by administrators and teachers concerning the administrative pattern in vocational-technical centers, it was suggested that an effort be made to resolve those differences to promote more productive work. (KC)

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Supervisory Behaviors of Secondary Vocational-Technical Center Directors as Self-Perceived and as Perceived by Selected Faculty Members

by

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Presented at the Annual Meeting of the
Mid-South Educational Research Association

Nashville, Tennessee
November 16, 1983

CE037494

Problem

The inherent conflict in the administration of an educational organization involving both professional educators and instructors trained in industrial settings has been acknowledged, but received little attention in current educational literature. Favorable supervisory practices in regular school settings have been explored, but supervisory practices exhibited by directors of secondary vocational-technical centers have not previously been studied. Because of the possibility that different expectations exist in the different settings, this study investigated the behaviors of secondary vocational-technical center directors as self-perceived and as perceived by selected faculty members.

Methods and Procedures

The population studied consisted of all the secondary vocational-technical center directors and three teachers (academic, trade, and remedial) in each center. There were 69 directors, 64 academic teachers (defined as business education or distributive education), 67 trade instructors (defined as building trades or auto mechanics), and 35 remedial instructors. The participants attended a statewide summer vocational education conference on the Mississippi State University campus. The study was endorsed by the Mississippi Department of Vocational-Technical Education.

The Supervisory Behavior Description Questionnaire (SBDQ) was used to gather data from vocational teachers and administrators. The instrument has an alpha coefficient of .90. It is an ordinal scale composed of

three dimensions: directive, collaborative, and nondirective. Its 53 triads of behavior are divided into eight subscales: curriculum, instruction, staffing, materials, staff development, special student services, developing community relations, and evaluation of instruction.

Demographic variables were considered in the interpretation of the results. Responses from 123 teachers and 58 administrators were received. One-way analysis of variance and Scheffe' and Duncan multiple range tests were used in interpretation of the data.

The study addressed the following questions:

Question 1: Are there significant differences in the supervisory behaviors of secondary vocational-technical center directors as self-perceived and as perceived by selected vocational instructors under their supervision?

Question 2: Are there significant differences in the supervisory behaviors of secondary vocational-technical center directors as perceived by themselves and selected vocational instructors under their supervision on any of the dimension scores of the SBDQ, Form 1?

Question 3: Are there significant differences in the responses of academic, trade, and remedial teachers in vocational centers on the SBDQ, Form 1--dimensional and total scores?

Question 4: Are there significant differences in the supervisory behaviors of vocational-technical center supervisors as perceived by themselves and as perceived by selected vocational teachers under

their supervision as measured by the SBDQ, Form 1, when the following demographic variables are concerned:

a. Location of vocational-technical center (urban or rural).

b. Size of staff in the vocational-technical center.

c. Age of personnel in the center.

d. Level of certification of personnel.

e. Previous supervisory experience of personnel.

f. Years of teaching experience.

Significant differences existed between administrators and teachers in vocational settings in all three dimensions and on the total score as well. (See Table 1.) Significant differences also occurred in the responses of trade, academic, and remedial teachers in the collaborative and nondirective dimensions. Responses of remedial instructors differed significantly in the collaborative dimension and in the non-directive dimension. (See Table 2.)

Supervisory practices in vocational centers classified as rural indicated that they perceived supervisory practices as more nondirective than supervisory practices in centers classified as urban. (See Table 3.) Centers were classified as urban if they were located adjacent to or on a high school campus.

School size was determined by the number of staff members in the vocational center, in groups of 5 or less, 6 to 8, 9 to 12, or more than

12. A significant difference existed in the perceptions of supervisory behavior in the collaborative dimension in vocational-technical centers with a staff size of more than 12. (See Table 4.) Supervisory practices in vocational centers with smaller staff sizes were preceived to be more directive.

Responses were grouped in five categories by age: 20-25 years of age, 26-35 years of age, 36-45 years of age, 46-55 years of age, and 56 years of age or over. A significant difference was indicated in the collaborative dimension for the age group 56 and over. (See Table 5.)

Three certification levels were utilized: the first group consisted of teachers who had no degree or had a bachelor's degree (A certification), the second group consisted of teachers and administrators who had a master's degree (AA certification), and the third group consisted of teachers and administrators holding degrees higher than the master's (AAA or AAAA certification). A significant difference was indicated in the directive dimension for those holding certification higher than a master's. They perceived supervisory practices as more directive than others did. A significant difference was found in the nondirective dimension for those holding AA certification and for those holding A certification, indicating that they perceived supervisory behavior as more nondirective than did other respondents. (See Table 6.)

Significant differences were found in all three dimensions and on the total score as well as between directors and teachers who had previous supervisory experience and those who had no previous supervisory experience. Respondents with previous supervisory experience perceived

supervisory behavior as more directive than those without it. (See Table 7.)

No significant difference was indicated in any of the dimensional or total scores when age was considered as a variable.

Interpretation of Results

Findings indicated that vocational-technical center teachers perceived supervisory practices as less directive than did vocational-technical center administrators. Respondents in vocational-technical centers located on high school campuses perceived supervisory practices as more directive than other respondents. Teachers and directors with previous supervisory experience perceived supervisory practices as more directive than did teachers and directors without previous supervisory experience. Remedial teachers perceived supervisory behaviors as more nondirective than did academic or trade teachers. Educators in centers employing a staff larger than 12 people perceived supervisory practices as more collaborative than did educators in smaller centers. Teachers and administrators over 56 years of age perceived supervisory practices as more collaborative than younger respondents did. Respondents holding degrees higher than a master's perceived supervisory practices as more directive than those holding degrees below that level. Years of teaching experience as a variable did not relate to perceived supervisory behaviors.

Conclusion

This study indicates that considerable difference exists in the perceptions held by administrators and teachers concerning the administrative pattern in vocational-technical centers. If productive work is to be fostered, an effort should be made to resolve these differences.

TABLE 1

Comparison of Vocational-Technical Center Directors' and Teachers' Perceptions of Supervisory Behavior as Measured by the SBDQ, Form 1

DIMENSION	ADMINISTRATORS N	ADMINISTRATORS MEAN	ADMINISTRATORS SD	TEACHERS N	TEACHERS MEAN	TEACHERS SD	F SCORE
Directive	58	23.0000	7.2717	123	12.0813	7.0369	92.886*
Collaborative	58	23.9310	8.8771	123	17.6098	9.9685	16.967*
Nondirective	58	6.0690	5.7028	123	23.1057	12.1283	103.426*
Total	58	89.0690	9.5914	123	116.6504	17.1029	131.130*

*Denotes statistical significance at the .05 level with df = 1/180.

TABLE 2

Comparison of Vocational-Technical Teachers' Perceptions
By Subject Area of Supervisory Practices
As Measured by the SBDQ, Form 1

DIMENSION	ACADEMIC			TRADE			REMEDIAL			F SCORE
	N	MEAN	SD	N	MEAN	SD	N	MEAN	SD	
Directive	50	13.9800	7.9218	46	10.8261	7.0184	26	10.8462	4.5400	3.038
Collaborative	50	18.4000	10.7114	46	18.9348	10.5038	26	13.0769	4.8491	3.428*
Nondirective	50	20.6200	13.6470	46	23.2391	12.3526	26	28.1154	5.8126	3.396*
Total	50	112.6400	19.5769	46	118.4130	17.1277	26	121.5000	9.1706	2.720

*Denotes statistical significance at the .05 level with df = 2/119.

TABLE 3

Comparison of Vocational Educators' Perceptions of Supervisory Behavior by Location of Center as Measured by the SBDQ, Form 1

DIMENSION	URBAN			RURAL			F SCORE
	N	MEAN	SD	N	MEAN	SD	
Directive	70	17.5801	8.2982	111	14.3423	8.8230	5.912*
Collaborative	70	22.1000	9.9566	111	18.0811	8.8425	7.094*
Nondirective	70	13.3571	10.6744	111	20.3514	13.9079	12.900*
Total	70	101.8143	16.3240	111	111.5946	20.9807	11.002*

*Denotes statistical significance at the .05 level with df = 1/179.

TABLE 4

Comparison of Vocational Educators' Perceptions of Supervisory Behavior by Staff Size as Measured by the SBDQ, Form 1

DIMENSION	LESS THAN 5			6 - 8			9 - 12			MORE			F SCORE
	N	MEAN	SD	N	MEAN	SD	N	MEAN	SD	N	MEAN	SD	
Directive	6	17.3333	11.7587	25	15.2800	10.2896	23	23.0870	10.8331	31	18.9355	7.1411	2.741*
Collaborative	6	20.1600	11.8786	25	22.1600	9.7923	23	17.6522	10.7982	31	25.9355	8.6253	3.203*
Nondirective	6	15.1667	13.3029	25	15.5600	13.4910	23	12.2609	14.3429	31	8.1290	8.3934	1.915
Total	6	103.8333	22.1216	25	106.2800	21.9061	23	95.1739	22.9894	31	95.1935	12.9805	1.983

*Denotes statistical significance at the .05 level with df = 3/81.

TABLE 5

Comparison of Vocational Educators' Perceptions of Supervisory Behavior By Age, Measured by the SBDQ, Form 1

DIMENSION	20 - 25			26 - 35			36 - 45			46 - 55			OVER			F SCORE
	N	MEAN	SD	N	MEAN	SD	N	MEAN	SD	N	MEAN	SD	N	MEAN	SD	
Directive	3	18.3333	6.3509	39	17.5879	8.8903	52	17.2885	8.1393	34	15.9118	10.1724	28	13.4643	9.4378	1.097
Collaborative	3	7.3333	2.3094	39	16.3303	9.4488	52	22.1154	9.5171	34	20.8529	9.4904	28	24.0071	12.0749	4.573*
Nondirective	3	27.3333	4.0415	39	19.0769	12.9825	52	13.5962	13.8637	34	16.2353	13.5514	28	14.9286	12.6167	1.544
Total	3	115.0000	10.3923	39	107.4872	20.1467	52	102.3077	20.6612	34	106.3235	22.0037	28	107.4643	18.7270	.650

*Denotes statistical significance at the .05 level with df = 4/151.

TABLE 6

Comparison of Vocational Educators' Perceptions of Supervisory Behavior by Level of Certification as Measured by the SBDQ, Form 1

DIMENSION	A CERTIFICATION			AA CERTIFICATION			HIGHER CERTIFICATION			F SCORE
	N	MEAN	SD	N	MEAN	SD	N	MEAN	SD	
Directive	46	13.0652	8.9054	75	15.7600	8.7686	34	21.3529	7.7884	9.242*
Collaborative	46	18.5435	10.1581	75	20.4400	10.5513	34	22.6765	9.8218	1.583
Nondirective	46	21.3913	13.4536	75	16.8000	13.9536	34	8.9706	8.2443	9.300*
Total	46	114.3261	20.4310	75	107.0400	20.7810	34	93.6176	12.6803	11.489*

*Denotes statistical significance at the .05 level with df = 2/152.

TABLE 7

Comparison of Vocational Educators' Perceptions of Supervisory Behavior by Years of Teaching Experience, Measured by the SBDQ, Form 1

DIMENSION	0 - 3 YEARS N	MEAN	SD	4 - 6 YEARS N	MEAN	SD	7 - 9 YEARS N	MEAN	SD	10 - 15 YEARS N	MEAN	SD	MORE N	MEAN	SD	F SCORE
Directive	16	15.3125	7.3368	19	16.5789	8.8337	47	17.9574	10.3377	41	14.9024	7.2863	16	17.1250	10.6262	.714
Collaborative	16	19.6250	11.0144	19	17.7368	10.0656	47	17.5745	10.3267	41	22.0976	9.0742	16	24.9375	11.8517	2.273
Nondirective	16	18.0625	10.4145	19	18.6842	14.1188	47	17.4681	15.4805	41	16.0000	13.0614	16	10.9375	12.2228	.899
Total	16	108.7500	14.2572	19	108.1053	21.2940	47	105.5106	24.2154	41	107.0976	19.1060	16	99.8125	19.6001	.502

No statistical significance noted at .05 level with df = 4/134.